

## Project Name

“Got Power?”: The Future Citizen

Global Project Theme	Grade/Age Level	Length of Unit
Civic Education	Grade 5-12/ Ages 10-19	5 weeks
Unit Content	Subject Areas	Sequence
<ol style="list-style-type: none"><li>1. Unit Description</li><li>2. Final Outcome</li><li>3. Content Standards/SDGs</li><li>4. Weekly Activity Plans</li><li>5. Project Presentation &amp; Community Engagement</li></ol>	<b>Civics/Government</b> <b>Social Studies</b> <b>World Languages</b> <b>English Language Arts</b>	<p>Week 1: People Power: What is the role of citizens in society?</p> <p>Week 2: Human Rights: How does the Universal Declaration of Human Rights give power to all people?</p> <p>Week 3: The Power of Agency: How can I advocate for issues in my community?</p> <p>Week 4: Power Source: What role do elections play in my government?</p> <p>Week 5: Reflection: How does government impact my life?</p>

## Unit Description

This unit explores power dynamics in society, in order to empower students to better understand their role as a future citizen in their own country and as well as a global citizen. Students will explore various entities having power and how they obtained that power. Students will:

1. Identify the characteristics and practices of good citizens
2. Evaluate the Universal Declaration of Human Rights
3. Advocate for issues in their community
4. Explain how individuals acquire power through the election process
5. Reflect on how this unit impacted their understanding of individual civic empowerment

A globalized world requires an engaged globalized citizenry who are fully aware of their agency within their community and beyond.

## Essential Questions

Driving Question: Who has power and how do they get it?

- What is the role of citizens in society?
- How does the Universal Declaration of Human Rights give power to all people?
- How can I advocate for issues in my community?
- What role do elections play in my government?
- How does government impact my life?

## Examples of Final Outcomes

Power in Me Portfolio- The final outcome of this project is for students to demonstrate their understanding of the power of civic engagement.

1. **Service Learning Project**- Find a local organization to support, design and implement a service project. For example, students can collect canned food for a local food bank, help pick up trash at a local park, write get well cards to children at a local hospital, sponsor a voter registration drive. Create an annotated photo exhibition of your service project and a brief reflective statement about the impact this project had on your community and your understanding of good citizenship.
2. **Global Citizen Video**- Using the information provided from your class and global peers on issues concerning citizenship, human rights, current events, and elections, create a video describing a **good global citizen**. What would good global citizen look like? Use the information from Week 1 activity to define the characteristics of a global citizen. A global citizen would be aware of which rights and issues? Use the information from Week 2 and 3 to explain the important universal rights and global issues to which a good global citizen would understand. What skills would a global citizen have to make change? Use information from weeks 4 and 5 to identify skills global citizens need to advocate for change.
3. **Role Play**- Imagine you are the Director of Citizen Affairs and your job is to increase civic engagement in the community. Create a 3 step intervention plan that would promote citizen participation in the following areas: voting, volunteering, civic education, community outreach and civic leadership (other areas of interest can be included). At least one of your intervention strategies should be inspired by BRIDGE student postings for weeks 1-5. Interventions can be presented as pamphlets, speeches, photo essays, interviews and newspaper articles.

## Content Standards and Sustainable Development Goals

### Content Standards:

CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Global Competence Standards:

1. Recognize and express their own perspective and identify influences on that perspective.
2. Examine others' perspectives and identify what influenced them.
3. Listen to and communicate effectively with diverse people.
4. Select and use appropriate technology and media to communicate with diverse audiences.
5. Reflect on how effective communication affects understanding and collaboration in an interdependent world.
6. Identify an issue, generate questions and explain its significance.
7. Assess options and plan actions based on evidence and potential for impact.

### Sustainable Development Goals:

GOAL 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

- 16.3 - Promote the rule of law at the national and international levels and ensure equal access to justice for all.
- 16.6 - Develop effective, accountable and transparent institutions at all levels.
- 16.7 - Ensure responsive, inclusive, participatory and representative decision-making at all levels.
- 16.8 - Broaden and strengthen the participation of developing countries in the institutions of global governance.

## **Project's Contribution to Others and the Planet**

The future citizen project helps students to understand the political systems in which they live and their role within that system. Engagement in the project develops connections to and awareness of global issues and universal human rights. Students learn the characteristics, values, goals and skills of global citizen. Finally, participation in a civic learning project allows opportunities for students to have direct community involvement and practice the civic skills they learned about in class.

# Week 1 Activities

## *CIVIC RESPONSIBILITY- People Power: What is the role of citizens in society?*

### Learning Goals:

Students will be able to...

- identify the qualities of a good citizen and write a brief biographic summary of a person who exemplifies these qualities.

### Activities/Task Description

#### Classroom Activities

1. As a class, brainstorm the characteristics and values of a good citizen. This could include characteristics such as: helpful, cares for others, respectful, responsible, involved, perseverance.
2. Identify and define civic duties (behaviors citizens **have to** do) and civic responsibilities (behaviors citizens **should do**). For example in the USA, civic duties include paying taxes, obeying the law, jury duty, attend school to a certain age. USA civic responsibilities include, voting, graduating from secondary school, knowing about governments, volunteering.
3. In small groups, or individually, have the students select a person (community leader, family member, government official, historical figure, famous person) who they believe exemplifies a good citizen.
4. Write a short biography or list details on why that individual is a good citizen. They should connect their details to the information from steps 1 and 2.

#### Collaboration Centre Activities

1. Have students post their short biographies or lists showcasing good citizens in their communities to the Collaboration Centre. These posts should include a picture of the person who is a good citizen.
2. Students should respond to two other postings about citizenship on the Collaboration Centre using the guiding questions below to help develop comments.

## Questions to Guide Student Feedback

1. How does the citizen biography you are commenting on compare to the biography you submitted? What similarities and differences do you notice?
2. Did you notice any common character traits between the definitions of a good citizen? What are they and why do you think they are important?
3. Do good citizens always follow the rules? When, if ever, is it okay to not follow the rules, but still be considered and good citizen?

## Materials and Resources

[Beyond Malala: six teenagers changing the world, The Guardian](#) (Article)

[TED Talks by brilliant kids and teens: Talks from scientists, musicians, innovators, activists -- all under the age of 20.](#) (14 Videos)

## Extension Ideas

- Students can create a gallery wall in their classroom of good citizens. [Padlet](#) is an engaging tool to create a digital class gallery.
- Students can conduct a service learning project practicing good citizenship. For example, collecting cans good for a food pantry, a voter registration drive, writing letter to children in the hospital, creating care packages for service men/women or local emergency responders (police, fire department).
- Students can create a children's' story book compiling example of good citizens both contemporary and historical.

## Week 2 Activities

### *HUMAN RIGHTS- How does the Universal Declaration of Human Rights give power to all people?*

#### Learning Goals:

Students will be able to...

- ❑ Examine the 30 Articles of the Universal Declaration of Human Rights (UDHR) and prioritize them into the 5 most important rights of all humans.

#### Activities/Task Description

##### Classroom Activities

1. Students individually or in groups, will brainstorm a list of rights they feel should be universal to all people. Lists can include rights such as, freedom of speech, right to practice any religion, right to an education, protection against torture, right to a fair trial etc. Have a class discussion about the lists. Student should compare/contrast the lists and provide justification for the rights they wrote down.
2. Introduce student to the UDHR using one of the video clips from the resources below or any additional resources you found.
3. Have the students review the [UDHR](#) (abbreviated versions found in the resources below) and compare it to the brainstorm list. Which rights on their brainstorm list are in the UDHR? What right are listed in UDHR but were not on your brainstorm list? Have students categorize the rights. For example, education rights, political rights, economics rights, religious rights, expression rights etc.
4. Individually or in small groups, students will prioritize a list of their top five most important human rights and write down why they feel they are the most important.
5. Have students share their lists in class. Have the class discuss their lists and try and come up with a class top 5 rights list.

##### Collaboration Centre Activities

1. Students should post their list with their justifications on the Collaboration Centre.
2. Students should respond to two other postings using the question guide below.

## Questions to Guide Student Feedback

1. What similarities do you notice between the lists of most important human rights? What differences do you notice?
2. What reasons did students give for ranking a right as most important? How is that similar or different to your reasons for ranking a right as most important?
3. What roles and responsibility do the United Nations, member nations, communities and individual play in protecting and enforcing the UDHR?
4. What would be the impact of someone being denied these rights? Describe how their life would look.
5. What would the impact be if someone had all these rights? Describe how their life would look.

## Materials and Resources

### Copies of the Universal Declaration of Human Rights

[Universal Declaration of Human Rights](#) (translations in Arabic, French, Chinese, Russian and Spanish located at the top of the website)

[Illustrated Version of the UDHR](#)

[Universal Declaration of Human Rights \(Simplified\)](#)

[The Universal Declaration of Human Rights \(abbreviated\)](#)

[Universal Declaration of Human Rights \(Child-Friendly Version\)](#)

### Video Clips (English):

[The Universal Declaration of Human Rights by the Human Rights Action Center](#) (4:31)

[The 30 Articles of Human Rights by Ani Boghossian](#) (2:30)

[The Story of Human Rights by ultralized](#) (9:51)

[What are the universal human rights? - Benedetta Berti \(TED\)](#) (4:46)

[Human Rights Resource Center](#) this website has over 100 additional activities and resources about UDHR.

## Extension Ideas

1. Create an exhibition, digital or physical, stating specific rights and showing pictures and global issues relating to the right.
2. Using the [BBC World Service activity](#), have students conduct a case study on a single human right. The website provides case studies students can use. Have each student summarize the case study to the class.

## Week 3 Activities

### *THE POWER OF AGENCY- How can I advocate for issues in my community?*

#### Learning Goals:

Students will be able to...

- To analyze a local or national current event and write to a government official about the issue.

#### Activities/Task Description

##### Classroom Activities

1. Students will find an article about a current community or national issue. Students can use newspapers, magazine, websites to find the article. Each student can find an issue of interest or the class can pick an article to work together.
2. Students will then summarize the article.
3. Next, students should discuss their opinions about the article and recommend solutions for solving the problem. Students can also research relevant data, history or statistics about the issue.
4. Students will write to their representative about the issue. The letter should summarize the problem and offer opinions and/or solutions to the problem.

##### Collaboration Centre Activities

1. Share information about your issue on the Collaboration Centre. This can be a written summary, PowerPoint presentation, or video.
2. Comment of two other postings using the question guide below.

#### Questions to Guide Student Feedback

1. What are the similarities and differences between the issues facing your community and the other issues posted on the forum?
2. What type of government official did you write to (local, regional, nation, legislative, executive other)? Compare this to the other postings.

#### Materials and Resources

None

#### Extension Ideas

1. Imagine you are a policy advisor to a top political official. Collaborate with a partnering school to create a policy addressing the community concern or current event of a participating school. The policy should offer solutions and step to solving the problem.

## Week 4 Activities

### *Power Source: What role do elections play in my government?*

#### Learning Goals:

Students will be able to...

- Describe the election process or appointment process of selecting the “head of government,” whether it be a president or prime minister. If the head of government is a monarch, students will describe the election process of the legislative branch.

#### Activities/Task Description

##### Classroom Activities

1. Students will gather information about elections in their country. Information can include:
  - a. What are important election dates?
  - b. Who is eligible to run for office?
  - c. Who is eligible to vote?
  - d. What role do political parties play in elections?
  - e. Are there any limits to how long the head of government can be in office?
2. Students will create a visual concept map outlining the election process for the head of government. Students will use the information from Step 1 to create the concept map.

##### Collaboration Centre Activities

1. Post the concept map(s) in the Collaboration Centre.
2. Respond to two other postings using the question guide below.

#### Questions to Guide Student Feedback

1. Describe the similarities and differences did you noticed about posted election processes.
2. What kind of media attention do elections receive in your community? Debates? Campaign commercials?
3. What are the advantages and disadvantages to having long versus short terms for the head of state?

- 
4. What the are the advantages and disadvantages to term limits or no term limits for government officials?

#### Materials and Resources

Example of concept map

[Thinglink](#) is a digital learning tool where students can enhance photos or videos with additional notes, images and link to create interactive projects.

#### Extension Ideas

1. Create an election poster, promoting citizens to vote in the next election.
2. Create an election poster for a partnering school's next election using the information posted in the Collaboration Centre.

## Week 5 Activities

### *Reflection: How does government impact my life?*

#### Learning Goals:

Students will be able to...

- ☐ Reflect on the impact of government on their life by creating an artifact portfolio.

#### Activities/Task Description

##### Classroom Activities

1. Each student or group will collect an artifact from each of the previous activities. The artifacts can be from their own work, but it is encouraged to use artifacts from the work of partnering schools. Example of artifacts include, photos, Collaboration Centre comments, human rights lists/justifications, picture or comment related to current issues, and voting and election information.
2. In connection to each artifact students will write a brief reflective statement about how that artifact has influenced their understand of civic engagement around the world. Students can use the following sentence stems to help develop reflective statements:
  - a. I noticed...
  - b. I learned...
  - c. I realized...
  - d. I wonder...
  - e. I question...
  - f. Before I thought... Now I believe...
  - g. This is like... This is unlike...
  - h. The most meaningful learning came from...
3. Students can compile their reflections into a portfolio. Portfolios can be, but are not limited to...
  - a. Class wiki
  - b. Video interview
  - c. Story book
  - d. Photo book
  - e. PowerPoint
  - f. Journal

---

## Collaboration Centre Activities

1. Post all or parts of your portfolio/reflections on the Collaboration Centre
2. Respond to two other postings using the question guide.

## Questions to Guide Student Feedback

1. How do the insights of other student's portfolio, impact your understanding of global civic engagement?
2. What was your most meaningful learning from another student's portfolio?
3. What global issues will require citizens from several nations to work together?
4. What individual steps can you take to become a more responsive global citizen?

## Materials and Resources

## Extension Ideas

# Project Presentation & Community Engagement

## *Power in Me Portfolio*

### Project Description(s)

Power in Me Portfolio- The final outcome of this project is for students to demonstrate their understanding of the power of civic engagement both in their community and globally.

1. Service Learning Project- Find a local organization to support, design and implement a service project. For example, students can collect canned food for a local food bank, help pick up trash at a local park, write get well cards to children at a local hospital, sponsor a voter registration drive. Create an annotated photo exhibition of your service project and a brief reflective statement about the impact this project had on your community and your understanding of good citizenship.
2. Global Citizen Video- Using the information provided from your class and global peers on issues concerning citizenship, human rights, current events, and elections, create a video describing a **good global citizen**. What would good global citizen look like? Use the information from Week 1 activity to define the characteristics of a global citizen. A global citizen would be aware of which rights and issues? Use the information from Week 2 and 3 to explain the important universal rights and global issues to which a good global citizen would understand. What skills would a global citizen have to make change? Use information from weeks 4 and 5 to identify skills global citizens need to advocate for change.
3. Role Play- Imagine you are the Director of Citizen Affairs and your job is to increase civic engagement in the community. Create a 3 step intervention plan that would promote citizen participation in the following areas: voting, volunteering, civic education, community outreach and civic leadership (other areas of interest can be included). At least one of your intervention strategies should be inspired by BRIDGE student postings for weeks 1-5. Interventions can be presented as pamphlets, speeches, photo essays, interviews and newspaper articles.

### Presenting Final Products

Final Product	Student Portfolio Photo Exhibition of Service Learning Project Global Citizen Video Role Play - pamphlets, speeches photo essays, articles
Presentation	
Audience (local/global)	Other students in classroom Teachers and students school-wide Community Members International online community in Collaboration Centre

